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ENG 1002-038: Composition and Literature

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Eastern Illinois University, Spring 2001
English 1002G.38, Composition and Literature
Policy Statement and Course Description
CH 303/302, 2-3:15, T, Th

Instructor: Debra A. Valentino
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Phone: 581-6987
E-mail: cfdav@eiu.edu

Office Hours:
 T, Th 9:15 –10:45 a.m.
 12:15—12:45 p.m.
 M, W, F by appointment

Texts: Fictions, Trimmer & Jennings, 4th edition
An Introduction to Poetry, Kennedy, 9th edition
The Harcourt Brace Anthology of Drama, Worthen, 3rd edition
Writing Essays About Literature, Griffith, 5th edition
The Blair Handbook, 2nd edition, Fulwiler and Hayakawa
Webster's New World Compact Dictionary, 3rd edition
Writing Online, Crump and Carbone, 2nd edition

Course Description: A writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts, as well as a survey in the reading of literary genres including short fiction, drama, and poetry. We will also take a brief look at the film genre. Prerequisite: successful completion of English 1001G.

Course Objectives: To improve students' abilities to

- read and understand literary texts
- discuss and analyze literary texts
- write about and demonstrate close familiarity with literary texts
- write in standard edited English

Reading Assignments: All outside readings must be completed by the start of the class period for which they were assigned. Since this is a course that depends heavily on student participation, students will be expected to contribute relevant and insightful questions and comments to all class discussions. Students should come prepared to answer questions pertaining to all assigned readings in both written and oral responses. Daily reading quizzes will be administered.

Homework: Students can expect a reading or a writing assignment given every class period, to be due the following class period. Roughly speaking, this will work out to be a minimum of five hours of work *outside of class* per week, as prescribed by the English Department.

Attendance: Because this is a course where reading, writing, and analytical skills are engaged and developed, student attendance, attention, and participation are of utmost importance. Regular attendance is expected -- two or more absences may adversely affect one's grade.

When an absence does occur, *the student is responsible for the material covered during the absence*. Use the class phone list to consult classmates regarding missed material and assignments. (You may wish to check with more than one classmate.) Then, if you have *specific* questions regarding the assignment, visit, e-mail, or telephone the instructor. Also, if you are sick, you should telephone the instructor before class to say that you will be absent.

Note: E-mail is not always a reliable source of communication. Sometimes the server is down, or your instructor may not always be near a terminal. When it comes to attendance, use e-mail only as a supplemental form of communication. Also, *do not assume that absences reported via voice mail are excused*.

Make-up Work: No make-ups will be given for missed in-class quizzes or exercises, unless otherwise specified by the instructor. **It is the absent student's responsibility to get all class information, including schedule modifications, from another class member.** Missed essays due to excused absence(s) may be made up only at the instructor's discretion, but within two weeks of the student's return to class.

Essays / Deadlines: All out-of-class essays will be due at the beginning of the class period on the date specified, and must be submitted in order to receive credit for the course. In-class essays will be due at the end of the class period. Essays should be completed in a timely fashion and turned in on the date due. Late work will be penalized.

Grading: This course is graded on a scale of A, B, C, N/C (No Credit.) In order to pass the course and receive credit, you must receive a C or better. Students receiving points totaling a D, F, or N/C must retake the course. Grades will be evaluated in accordance with the English Department's handout "Guidelines for Evaluating Writing Assignments in EIU's English Department" (attached), and averaged as follows:

Grading Scale:	90—100% = A
	80—89.9% = B
	70—79.9% = C
	below 70% = N/C

Grade Distribution: We will write short expository papers in and out of class in response to our reading of short stories, drama, and verse. These papers will be evaluated on the basis of: 1.) the degree to which they display a close familiarity with the literature, and 2.) the degree to which the language in which they are written approaches standard, edited English. We will have a mid-term and a final exam, and daily objective quizzes over the reading material. In-class essays will be open-book and open-notes. Essays will account for 50% of the course grade; mid-term and final examinations for 25%; and quizzes, attendance and participation for 25%.

Conferences: One conference per semester is mandatory. It is a good idea, however, to come to talk with me about your work periodically throughout the semester.

Plagiarism: Students must familiarize themselves with the English Department's statement on plagiarism. If the student has clearly plagiarized and not given appropriate credit to his/her source(s), the instructor reserves the right to award the essay in question a grade of N/C (No Credit).

According to the standards set by the Eastern Illinois University Department of English, the policy for plagiarism is as follows:

"Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original" (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office."

*DO NOT JEOPARDIZE YOUR GRADE WITH AN ACT OF ACADEMIC DISHONESTY!
If you are having difficulty integrating your research, set up a conference.*

Writing Center: The writing center is across from the computer room (CH340) in CH 301. Students of Comp 1002C should feel free to take their writing concerns and problems to this center at any time during the semester. This is not a proofreading or editing service, but rather, a place where confusion and uncertainty can be remedied. Also, if you are having particular problems with grammar and the mechanics of writing, this is the place (other than your handbook) to turn to for help.

Hours for Spring 2001 are:

Monday – Thursday

9 a.m. — 3 p.m. and 6 p.m. — 9 p.m.

Friday 9 a.m. — 1 p.m.

In addition, you may receive Free Tutorial Help at **581-5929**.

The Writing Center web address is:

<http://www.eiu.edu/~writing/>

Students with disabilities: Any student who has a documented disability and wishes to receive academic accommodations should contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Short Stories

- "Paul's Case," by Willa Cather, pp. 78-92
"The Yellow Wallpaper," by Charlotte Perkins Gilman, pp. 117-128
"Sonny's Blues," by James Baldwin, pp. 215-238
"A Small, Good Thing," by Raymond Carver, pp. 350-367
"Where Are You Going, Where Have You Been?" Joyce Carol Oates, pp. 935-948
"Young Goodman Brown," by Nathaniel Hawthorne, pp. 641-650
"The Lottery," by Shirley Jackson, pp. 680-687
"A Good Man is Hard to Find," by Flannery O'Connor, pp. 967-979
"Gimpel the Fool," by Isaac Bashevis Singer, pp. 1070-1080
"The Death of Ivan Ilych," by Leo Tolstoy, pp. 1096-1135
- "Among the Mourners," Ellen Gilchrist, p. 92-99
"Separating," by John Updike, pp. 1142-1150
"A Woman on a Roof," Doris Lessing, pp. 804-811
"Sarah Cole: A Type of Love Story" Russell Banks, pp. 245-61
"The Chysanthemums," by John Steinbeck, pp. 1081-1090

Poetry

Selected Readings to be announced.

Drama

Sophocle's Oedipus The King, pp. 72-91
Aristophanes' Lysistrata, pp. 108-124

The final exam for this course is scheduled for

Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	A	B	C	D	F
Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overtly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity & coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback